

Exemplary District TnREppp Disproportionality Self-Assessments

Data, Policies, Practices, and Procedures Examined from the 2007-2008 School Year

FOCUS AREA 2 – Equitable Representation in All Programs

The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.

OVERVIEW

District TnREppp Self-Assessments of Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts with *Disproportionate Overrepresentation*. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Native Alaskan, Asian/Pacific Islander, Black, Hispanic, and White) for all students receiving services in special education and related services and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by analysis of this data. Each district with disproportionate representation is required to conduct a self-assessment of practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education. Each self-assessment is rated by a State panel. Individual ratings are verified for reliability among the raters. District responses for each of the six focus items required in this self-assessment are evaluated and rated at one of four levels: Exemplary (4), Adequate (3), Partially Adequate (2) and Inadequate (1). The six areas of focus reviewed in the *Tennessee Rubric Evaluation of policies, practices, and procedures Self-Assessment (TnREppp SA)* are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

Districts with a rating of "Adequate" or "Exemplary" for this self-assessment meet the requirement that "the disproportionate overrepresentation is not the result of inappropriate identification". An "Exemplary" rating is awarded to those districts with self-assessments that:

1. clearly describe and provide evidence of Exemplary policies, practices, and procedures;
2. include specific improvement activities that outline strategies which target the reduction of students in the ethnic/racial group identified with disproportionate overrepresentation in special education and related services or targeted disabilities; and
3. provide extensive responses and/or evidence and documentation that ensures the Disproportionate Overrepresentation is not the result of inappropriate identification practices.

Each district self-assessment included in this document was determined to be *Exemplary* by all members of the State's Disproportionality Self-Assessment Review Panel for "Review Item 2". The disability (ies) and ethnic group(s) identified with disproportionate overrepresentation is/are listed at the top of each district's TnREppp SA. It is notable that over the past three years the strategies used and revisions implemented in district practices, policies, and/or procedures as the result of this self-assessment and the improvement plan process have been extremely effective in reducing disproportionate overrepresentation by districts that have conducted this self-assessment. Of the 27 districts identified with disproportionate overrepresentation for data reviewed in FFY 2006, 10 districts were found to be no longer disproportionate for data reviewed in FFY 2007. Additionally, 16 districts that continued to have Disproportionate Overrepresentation were successful in reducing the disproportionate overrepresentation gap.

DISTRICT REVIEW ITEM 2

Equitable Representation in All Programs

The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.

4

Exemplary

There is evidence of ALL of the following:

The district:

- ☐ (2.01) maintains a list of programs, with data about student participation disaggregated by race/ethnicity and disability, including those for gifted and rapidly progressing students;
- ☐ (2.02) maintains reports of teacher staffing levels and qualifications;
- ☐ (2.03) analyzes program participation data by race/ ethnicity and disability;
- ☐ (2.04) identifies areas of discrepancy in program participation, recruitment, location, and admission;
- ☐ (2.05) provides training to staff to ensure cultural bias does not impact eligibility;
- ☐ (2.06) maintains a comprehensive list of all in-school and out-of-school programs and activities available to students, with enrollment information disaggregated by race/ ethnicity and disability;
- ☐ (2.07) notes disparities in participation and as a result has established or implemented plans to ensure increased diversity in student participation;
- ☐ (2.08) involves and encourages participation of communities, families, and students in the identification of program needs

School District: Blount County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Mental Retardation / Ethnic Group W
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(2) Cultural and Linguistic Equity and Representation in Programs

Review Item 2	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p>The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.</p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>2.01 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, <u>including</u> those for gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.02 Does your district maintain reports of teacher staffing levels and qualifications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.03 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>There has been a statistically insignificant number of minorities within Blount County; therefore, the data collected for program participation has not been useful for analysis in this manner. However, program participation by race/ethnicity and disability is collected each year as part of the annual yearly progress report. See attached state report previously mentioned (90-96).</u></p> <p>2.04 Does your district identify areas of discrepancy in program participation, recruitment, location, and admission? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process. <u>The program criteria for the talented and gifted program in Blount County is attached (see appendix pages 99-112).</u></p> <p>2.05 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.06 Does your district maintain a comprehensive list of all in-school and out-of-school programs and activities available to students, with enrollment information disaggregated by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.07 Has your district noted disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>Upon evaluation, we saw an increase in children being placed in more restrictive environments. Based upon the review the county has made tremendous efforts to place children in the least restricted environment. For example, 56 % of our students are in the regular classroom 80% of the time, which exceeds the state target of 54%.</u></p> <p>2.08 Does your district involve and encourage participation of communities, families, and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Blount County Schools encourage families to participate in IEP meetings and to include any other community specialists that are appropriate. The County also has community nights with activities for students and their families to collaborate with community professionals. There</u></p>	<p>2.01 Disaggregate participation by race and disability category <u>Data is collected via the June 30 and December 1 census. This information is assimilated via psychologist logs and EasyIEP/Star Student program.</u></p> <p><u>Blount County Schools through its local Talented and Gifted Program (TAG) conducts a screening of all elementary school students at the end of second grade; in which each classroom teacher is required to rate each students progress and challenges in order to identify students as “High ability Learners” which maybe underrepresented if based on Tennessee Comprehensive Assessment Program scores alone. Screening committees in each school consisting of the school principal, school counselor, TAG coordinator, and other stakeholders, review second grade TCAP scores; as well as teacher recommendation documentations. The purpose of this screening is to consider above average high ability learners who may be overlooked if only standardized tests results were considered. This screening includes consideration of students “At-Risk” due to environmental, cultural, economic, and linguistic challenges, which may have impeded their progress as measured in a standardized instrument. Blount County Schools through annually reviewed Board Policy requires Special Education services to “be in accordance with current Rules, Regulations, and</u></p>

are also frequent parent conference nights in which parents can meet with teachers. There are also classes offered for families through the Blount County Schools Family Resource Center. The Family Resource Center also provides information on upcoming community events.

Minimum Standards of the State Board of Education, and state, and federal law."

Attached are systemwide reports for math and reading based on ethnicity/disability subgroup (see appendix pages 3-4, 90-96, and 171-178). Standards used for reporting gifted participation by ethnicity can be found on pages 109-110).

2.02 Report the level of staffing and the qualifications of the staff.
All Blount County Schools teachers conform to the No Child Left Behind Standards for "Highly Qualified" teachers as set forth by the Tennessee State Department of Education. In Blount County Schools 75% of the professional certified faculty hold a master's degree or higher, 24% hold Educational Specialist Degree and doctoral degrees.

All new teachers attend a "Highly Qualified Teaching" workshop in July (see appendix page 97).

2.03 Identify program options and participation/ enrollment rate within the district (include co-curricular and extracurricular).
Blount County Schools encourages the participation of all students' participation in all co-curricular and academic and extracurricular activities. All Blount County Schools' students who have been identified as meeting the State standard for a Disability, as a required component of their IEP a determination is made as to the level of allowable participation and possible supports required for participation in all school activities including extra-curricular clubs, student groups, and, athletic teams.

During a random sampling of student IEPs, no student with a disability was precluded from participating in co-curricular or extracurricular activities by their Individual Education Plan. Blount County Schools ensures that students of all cultural and linguistic backgrounds have access to all

		<p><u>educational programs free from discrimination / harassment "...because of an individual's race, color, sex, national origin, and disability".</u></p> <p><u>See attached annual yearly progress report (appendix pages 3-4, 89-96, and 171-178).</u></p>
	2.04	<p>Data showing evidence of program participation, recruitment, location and admission.</p> <p><u>Blount County Schools offers the following special education programs.</u></p> <p><u>CDC: The Academic Elementary and Middle School Comprehensive Developmental Classrooms (CDC) are designed to meet the needs of students with both adaptive and academic deficits. The academic CDC setting focuses on functional academics through individual and small-group instruction, while also placing emphasis on pre-vocational skills.</u></p> <p><u>LRE: The LRE program is designed to teach functional living skills. Areas of instruction include functional math skills, functional language skills, basic domestic skills, community skills, and social skills. Skills are taught be using hands on activities, educational games, computers and Community Based Instruction Trips. Students are included in special area classes to enhance communication and interaction with regular ed. students.</u></p> <p><u>ABC: Blount County Schools operates six Alternative Behavior Classes for seriously emotionally disturbed students and other identified special education students with documented behavior deficits. ABC-I is for students ages 6-12 and is housed at Eagleton Elementary and Mary Blount Elementary. ABC-II is for students ages 12-15 and is housed at William Blount Middle and Heritage Middle Schools. ABC-III is for students ages 15-18 and is housed at both William Blount High School and Heritage High School. Students in</u></p>

		<p><u>these programs receive academic instruction and behavioral intervention. Group counseling is provided by Helen Ross McNabb Mental Health Center. A point system is utilized to document behavioral goal progress and to determine a reintegration time schedule.</u></p> <p><u>RESOURCE: If a child is in need of special education services, an appropriate combination of classroom instruction and specialized help is developed. The goal of such help is always to enable a child to progress to the upper limits of his/her ability in the least restrictive environment.</u></p> <p><u>Examples of the forms used for recruitment and admission to one of these programs are attached (see pages 113-114). For evidence of program participation see previously mentioned end of year frequency report in the appendix (see pages 3-4, 90-96, and 171-178).</u></p>
	2.05	<p>Evidence of sensitivity training for cultural bias.</p> <p><u>Each year there are professional development opportunities for workshops providing cultural competence training. One example of such opportunities is that all new teachers attend a "Poverty Training" workshop in July to address sensitivity. See attached agenda on page 97.</u></p>
	2.06	<p>List of in-school and out-of-school programs and activities disaggregated by race/ ethnicity and disability</p> <p><u>This information is available to students and families via the Blount County Schools student handbook. A list of activities is available. An example of the student handbook from one Blount County elementary school is attached (see appendix pages 120-124). An events calendar is attached in the appendix (pages 119 and 123-125). Additional data can be found on previously mentioned yearly report in the appendix pages 3-4, 84-96, and 178-181).</u></p>

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		<p>2.07 Evidence of district participation disparities and changes implemented as a result. <u>Having been identified as a district disproportionate in the area of mental retardation, Blount County Schools conducted extensive self-monitoring of assessment practices and documentation disaggregated by disability with regards to race/ethnicity. As a result, new guidelines have been implemented for identification of mental retardation including the use of a nonverbal cognitive measure as a secondary measure of intellectual functioning.</u></p> <p><u>Upon evaluation, we saw an increase in children being placed in more restrictive environments. Based upon the review the county has made tremendous efforts to place children in the least restricted environment. For example, 56 % of our students are in the regular classroom 80% of the time, which exceeds the state target of 54%.</u></p>
		<p>2.08 Evidence of involvement of communities, families, and students in identifying program needs. <u>For example, Blount County Schools is aggressively addressing reading. A reading conference was provided for parents and teachers in the community. The powerpoint presentation for that community event is attached in the appendix (see pages 125-130).</u></p>

School District: Loudon County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Speech and Language Impairments / Ethnic Group W
2. Disability Other Health Impairment / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(2) Cultural and Linguistic Equity and Representation in Programs

Review Item 2	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.	<p align="center">Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.</p> <p>2.01 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, <u>including</u> those for gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.02 Does your district maintain reports of teacher staffing levels and qualifications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.03 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>Program participation and analysis varies from school to school. Evidence of this data can be found in each school's SIP and the system's TCSSP.</u></p> <p>2.04 Does your district identify areas of discrepancy in program participation, recruitment, location, and admission? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process. <u>Loudon County Schools annually collects data under the Office of Civil Rights (OCR). Child find activities are conducted for all disability categories.</u></p> <p>2.05 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.06 Does your district maintain a comprehensive list of all in-school and out-of-school programs and activities available to students, with enrollment information disaggregated by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.07 Has your district noted disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>Disproportionality information has been reviewed by Central Office Staff, building level administrators, general education personnel, and special education personnel. Disproportionality was found within the white subgroup for both Speech/Language and Other Health Impaired Students. New speech and language referral procedures are being put in place for the 2008-2009 school year and we will pilot a behavioral tiered approach in one of our elementary schools and one of our middle schools.</u></p> <p>2.08 Does your district involve and encourage participation of communities, families, and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>The Loudon County School System does encourage parent involvement through a variety of sources. Input is sought from parents via surveys. Many of the schools have established PTO's. Open</u></p>	<p>2.01 Disaggregate participation by race and disability category <u>Loudon County has a white student population of 4,778. Our largest minority group is Hispanic comprising 6.4% of our total population. Black students account for 1.6% of our student population. Students with disabilities make up 13.4% of our total student population. We currently have 66 students identified as gifted. Of this population, 3 students are minority.</u></p> <p><u>S-Team/RTI Plans</u> <u>Loudon County Brochures</u> <u>Childfind Activities</u> <u>Office of Civil Rights Report</u> <u>Student IEP's</u> <u>Student Management Program</u> <u>EIS Reports</u> <u>State Report Card</u></p> <p>2.02 Report the level of staffing and the qualifications of the staff. <u>Currently, Loudon County's highly qualified percentage is 100 %.</u> <u>Loudon County currently has 416 certified employees. Of this number 163 have a Bachelor degree, 140 have a Masters degree, 5 have a Masters +, degree, and 105 have an EDS degree, and 3 have a Doctorate degree.</u></p> <p>2.03 Identify program options and participation/ enrollment rate within the district (include co-curricular and extracurricular). <u>SIP</u> <u>TCSSP</u> <u>School Activities List.</u></p>

	<p><u>houses and parent nights are scheduled at individual schools. Parent volunteers are requested and encouraged at all schools. Special education Personnel offer parent training at each individual school based upon the results of surveys and identified needs of parents and students. Our Family Resource Center offers parenting classes and makes parents aware of available community resources. Parents are invited to participate in systemwide Blue Sky activities, school improvement committees, the systemwide TCSP, and Federal Program committees.</u></p>	<p><u>OCR Report</u></p> <p>2.04 Data showing evidence of program participation, recruitment, location and admission. <u>SIP</u> <u>TCSP</u> <u>School Activities List</u> <u>OCR Report</u></p> <p>2.05 Evidence of sensitivity training for cultural bias. <u>Loudon County teachers are offered inservice on various topics that address cultural bias. Referral procedures, teaching strategies, accommodations and modifications, and resources available are shared with school personnel. Cultural bias topics have been discussed with administrators at their monthly scheduled meetings. Sign In Sheets, agendas, and/or meeting notes are available at either individual schools or the central office.</u></p> <p>2.06 List of in-school and out-of-school programs and activities disaggregated by race/ ethnicity and disability <u>SIP</u> <u>TCSP</u> <u>School Activities List</u> <u>OCR Report</u></p> <p>2.07 Evidence of district participation disparities and changes implemented as a result. <u>Letter of Disproportionality</u> <u>Speech and Language Referral Procedures</u> <u>Implementation of a pilot program: Behavioral Tiered Approach to Intervention</u> <u>Creation of a Systemwide Student Activity/Program Documentation Form</u></p> <p>2.08 Evidence of involvement of communities, families, and students in identifying program needs. <u>Parent Training Notebooks</u> <u>Individual School Improvement Plans</u> <u>Sign In Sheets</u> <u>TCSP</u> <u>Parent Volunteer Logs</u></p>
--	--	---

School District: **Madison County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(2) Cultural and Linguistic Equity and Representation in Programs

Review Item 2	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the TnREppp Reviewer Guidelines and Scoring.	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p>The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.</p>	<p align="center">Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.</p> <p>2.01 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, <u>including</u> those for gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.02 Does your district maintain reports of teacher staffing levels and qualifications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.03 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>The school committee monitors these activities and programs on an on going basis. The committee reports to the principal concerning racial, cultural, and lingusitic disproportions that currently exists or that may develop.</u></p> <p>2.04 Does your district identify areas of discrepancy in program participation, recruitment, location, and admission? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process. <u>Enhanced options schools with enriched curriculum have heavy minority participation.</u></p> <p>2.05 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.06 Does your district maintain a comprehensive list of all in-school and out-of-school programs and activities available to students, with enrollment information disaggregated by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.07 Has your district noted disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>The school leadership teams and IEP teams have worked to increase minority participation in all areas.</u></p> <p>2.08 Does your district involve and encourage participation of communities, families, and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Families and students are involved in identifying program needs through the IEP process. The IEP team members encourage BMR student participation in a variety of programs and activities. Student IEP goals and transition goals drive the decision process for BMR student placements. Student interests, strengths, and needs influence activity selections. The community also provides opportunities for BMR students through Special Olympics, parent's night out at local churches, special needs camps, work based learning programs, and Jackson Parks and Recreation special needs program.</u></p>	<p>2.01 Disaggregate participation by race and disability category <u>Student Activity Participation Summar.</u> <u>Academic Program Participation Summaryy</u></p> <p>2.02 Report the level of staffing and the qualifications of the staff. <u>System Profile, Madison County Report Card</u></p> <p>2.03 Identify program options and participation/ enrollment rate within the district (include co-curricular and extracurricular). <u>Student Activity and Academic Participation Summary</u></p> <p>2.04 Data showing evidence of program participation, recruitment, location and admission. <u>Student Activity and Academic Participation Summary</u></p> <p>2.05 Evidence of sensitivity training for cultural bias. <u>Inservice training</u></p> <p>2.06 List of in-school and out-of-school programs and activities disaggregated by race/ ethnicity and disability <u>Student Activity and Academic Participation Summary</u></p> <p>2.07 Evidence of district participation disparities and changes implemented as a result. <u>Minority Participation Notebook</u></p> <p>2.08 Evidence of involvement of communities, families, and students in identifying program needs. <u>IEP Process, Program Participation</u></p>

School District: **Memphis City**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Autism / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(2) Cultural and Linguistic Equity and Representation in Programs

Review Item 2	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the TnREppp Reviewer Guidelines and Scoring.	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p>The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.</p>	<p align="center">Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.</p> <p>2.01 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, <u>including</u> those for gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.02 Does your district maintain reports of teacher staffing levels and qualifications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.03 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>Each Manager maintains a list of programs, with data about student participation disaggregated by race, ethnicity, disability including gifted and talented.</u></p> <p>2.04 Does your district identify areas of discrepancy in program participation, recruitment, location, and admission? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process. <u>Maintains a list of programs, with data about student participation disaggregated by race, ethnicity, disability.</u></p> <p>2.05 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.06 Does your district maintain a comprehensive list of all in-school and out-of-school programs and activities available to students, with enrollment information disaggregated by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.07 Has your district noted disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>Procedures: 1) Supervising Psychologists approve and sign all reports with dx. of MR and Autism, 2) Monthly program review of all district eligibility and proportionality data, 3) Administration of non-verbal IQ test (in addition to full scale IQ test) when cultural or linguistic concerns are indicated. The district has increased its use of alternative assessments both in achievement and cognition in order to identify more intellectually gifted students.</u></p> <p>2.08 Does your district involve and encourage participation of communities, families, and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Division of Exceptional children Advisory Council 1)Advise the MCS Division of Exceptional Children and Health Services on children eligible for special education, 2) Identifies program needs.</u></p>	<p>2.01 Disaggregate participation by race and disability category <u>Gifted, Autism, ESY, Transition,Vision, Gateway Test Results</u></p> <p>2.02 Report the level of staffing and the qualifications of the staff. <u>Human Resources maintains personnel records No Child Left Behind Maintains Highly Qualified records Memphis City Schools Personnel Records Policy 5.114 Classifications and qualifications Policy 5.102</u></p> <p>2.03 Identify program options and participation/ enrollment rate within the district (include co-curricular and extracurricular). <u>Gifted, Autism, ESY, Transition,Vision, Formative Assessment,Memphis City Schools Comprehensive Systemwide Plan-Component 4</u></p> <p>2.04 Data showing evidence of program participation, recruitment, location and admission. <u>Disaggregated list from CLUE, ESY, Autism, Vision, Hearing</u></p> <p>2.05 Evidence of sensitivity training for cultural bias. <u>Diversity Training District Training</u></p> <p>2.06 List of in-school and out-of-school programs and activities disaggregated by race/ ethnicity and disability <u>TCSPP</u></p> <p>2.07 Evidence of district participation disparities and changes implemented</p>

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

		<p>as a result.</p> <p><u>List of procedures and assessment measures with accompanying state recommended list and selection criteria</u></p> <p>2.08 Evidence of involvement of communities, families, and students in identifying program needs.</p> <p><u>The Division Advisory Council By Laws</u></p>
--	--	--

School District: Monroe County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Speech and Language Impairments / Ethnic Group W
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(2) Cultural and Linguistic Equity and Representation in Programs

Review Item 2	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p>The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.</p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>2.01 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, <u>including</u> those for gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.02 Does your district maintain reports of teacher staffing levels and qualifications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.03 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>All leaders of clubs and organizations must complete a minority participation form at the end of each academic year reporting the number of minorities participating in their club/organization that year.</u></p> <p>2.04 Does your district identify areas of discrepancy in program participation, recruitment, location, and admission? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process. <u>Monroe County Schools annually collects data under the Office of Civil Rights (OCR). Child find activities are conducted for all disability categories in compliance with Title IX.</u></p> <p>2.05 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.06 Does your district maintain a comprehensive list of all in-school and out-of-school programs and activities available to students, with enrollment information disaggregated by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.07 Has your district noted disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>Disproportionality Reports have been reviewed by Central Office Staff and with building level administrators, general education, and special education teachers. Disproportionality was found within Speech/Language where the number of Caucasian males were overrepresented. A Speech Improvement Plan was established county wide to intervene with students at risk of speech and language prior to referral.</u></p> <p>2.08 Does your district involve and encourage participation of communities, families, and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>Monroe County Schools encourages parent involvement through several avenues. Middle schools and below have established PTO's within the schools. Parent volunteers are encouraged at all schools. Preschool informational meetings are conducted every three months where parents are invited. Parent and community surveys are conducted within each school. Family</u></p>	<p>2.01 Disaggregate participation by race and disability category <u>Monroe County schools have a white student population of 95%. Our largest minority group is Hispanic comprising 3% of our total population. Students with disabilities make up 14% of our total student population. We currently have 103 Gifted/Talented students within Monroe County. Of this population 6 students are minority. Monroe County has also established an Academy assisting Juniors and Seniors who have failed to obtain credits toward a high school diploma. This academy pulled students from all three high schools within our county. Current enrollment is 28 students with 3 minority students participating.</u></p> <p><u>S-Team Process</u> <u>Brochure-County Programs</u> <u>Newspaper Advertisements (Preschool Child Find)</u> <u>Office of Civil Rights (OCR)</u> <u>Individual IEPs</u> <u>Individual School Class Roster</u> <u>E4TN Report</u> <u>High School Guidance Reports</u> <u>Star Student Report</u></p> <p>2.02 Report the level of staffing and the qualifications of the staff. <u>We currently have 91.83% Highly Qualified teachers. Monroe County employees 390 teachers currently. Of this number 153 hold Bachelor degrees, 151 Master degrees, 13 Masters +, 70 EDS degrees, and 3 Doctorat degrees.</u></p> <p>2.03 Identify program options and</p>

Tennessee Rubric Evaluation of policies, practices and procedures (for the Identification of Students with Disabilities)
Disproportionality Overrepresentation Self- Assessment

Resource Center offers parenting classes, referral services, resource library, and help for financial needs. Students and families are served, based on financial need only. Leaders from the center meet with each school staff to discuss the procedure of referral. Parent advisors serve on TCSPP, special education committees, health councils, and federal program advisory councils.

- participation/ enrollment rate within the district (include co-curricular and extracurricular).
Minority Participation School Activities List, OCR Report
- 2.04 Data showing evidence of program participation, recruitment, location and admission.
Minority Participation School Activities List, OCR Report
- 2.05 Evidence of sensitivity training for cultural bias.
Teachers at Monroe County attended inservice on various topics that have addressed cultural bias teaching, and referrals, as well as types of resources that can be utilized to eliminate cultural bias. Cultural bias topics were discussed with principals at their monthly meetings.

Inservice Agenda 2007 Principal Meeting Agenda.
- 2.06 List of in-school and out-of-school programs and activities disaggregated by race/ ethnicity and disability
Minority Participation form School Activities List OCR Report
- 2.07 Evidence of district participation disparities and changes implemented as a result.
Letter of Disproportionality Speech Intervention Tracking Log and Parent Letter
- 2.08 Evidence of involvement of communities, families, and students in identifying program needs.
Preschool Meeting Roster Individual School Improvement Plans Family Resource Brochure, TCSPP sign-in sheets, Health council sign-in sheet and Title I parent meeting sign-in sheets.

School District: **Shelby County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(2) Cultural and Linguistic Equity and Representation in Programs

Review Item 2	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the TnREppp Reviewer Guidelines and Scoring.	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p>The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.</p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p>	
	<p>2.01 Does your district maintain a list of programs, with data about student participation disaggregated by race/ ethnicity and disability, <u>including</u> those for gifted and rapidly progressing students? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>2.01 Disaggregate participation by race and disability category <u>SEAS Census</u></p>
	<p>2.02 Does your district maintain reports of teacher staffing levels and qualifications? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>2.02 Report the level of staffing and the qualifications of the staff. <u>Human Resources Report</u></p>
	<p>2.03 Does your district analyze program participation data by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, provide information on processes for analysis. <u>LRE Data Analysis, OCR Report</u></p>	<p>2.03 Identify program options and participation/ enrollment rate within the district (include co-curricular and extracurricular). <u>OCR Report</u></p>
	<p>2.04 Does your district identify areas of discrepancy in program participation, recruitment, location, and admission? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe the process. <u>Census, End of Year Report</u></p>	<p>2.04 Data showing evidence of program participation, recruitment, location and admission. <u>OCR Report</u></p>
	<p>2.05 Does your district sensitize staff to the importance of ensuring that cultural bias does not impact eligibility? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>2.05 Evidence of sensitivity training for cultural bias. <u>Cultural Sensitivity Training</u></p>
	<p>2.06 Does your district maintain a comprehensive list of all in-school and out-of-school programs and activities available to students, with enrollment information disaggregated by race/ethnicity and disability? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2.07 Has your district noted disparities in participation and as a result established or implemented plans to ensure increased diversity in participation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe any changes that have been implemented as a result of these disparities. <u>MR Review Committee, Cenus Report</u></p>	<p><u>ELL</u> <u>School Counselors</u> <u>Staff Development</u></p>
	<p>2.08 Does your district involve and encourage participation of communities, families, and students in the identification of program needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe. <u>SCS Strategic Plan: Program Surveys</u></p>	<p>2.06 List of in-school and out-of-school programs and activities disaggregated by race/ ethnicity and disability <u>OCR Report</u></p>
		<p>2.07 Evidence of district participation disparities and changes implemented as a result. <u>MR Review Committee Report</u> <u>Census Report</u></p>
		<p>2.08 Evidence of involvement of communities, families, and students in identifying program needs. <u>Program Surveys: TCSSP</u></p>